**5-Step Lesson Plan Template**

There are five steps to each lesson in the language classroom. Those steps are the following:

1. **Setting the stage**

In what way will you activate students’ prior knowledge and experience to help them relate to today's lesson? This should be a brief fun activity that motivates students and accesses earlier learning. Communicating the learning objective to students is also an important part of this step.

1. **Target language input**

Using the target language, the teacher models the new material. Target language instruction can be accomplished from day one through the use of TPR, realia, pictures/media, cognates, etc.

1. **Guided practice**

The students practice a new function using teacher-prepared materials. These activities should increase in difficulty and should be directly related to the learning objective of the lesson.

1. **Independent practice**

The students generate communicative language in realistic situations -this is only after students have demonstrated proficiency through guided practice.

1. **Evaluation and closure**

The students show evidence of what they have learned. In a language class, if the goal is communication, assessment should often be performance-based and directly related to learning objectives. Consider the use of multi-modal assessments and student self-assessments as well.

**5-Step Communicative Lesson Plan**

(adapted from <http://lmp.ucla.edu>)

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| Date: | July 22, 2013 | | Level: | | | | | 1 | |
| Text: |  | pp. | |  | Unit Title: | | | | Porque Comes lo que comes? Mi plato |
| **A. Learning Objective: I can name foods, I can categorize foods onto “mi plato”, I can talk about the food I eat with a friend, I can describe a food in two ways (name it and say where it falls on “mi plato”.)** | | | | | |  | | | |
| Materials Needed: Mc donald’s menu in Spanish, mi plato paper, lists of calories/food value lists for various foods, pictures of foods, or real food  <http://www.mcdonalds.es/calidad/informacion-nutricional>  <http://www.mcdonalds.es/productos>  http://es.nourishinteractive.com/nutrition-education-printables/category/13-mi-plato-comidas-saludables-para-ninos-imprimibles-nutritivos | | | | | |  | | | |
| **B. Steps/Plan** | | | | | | | | | |
| **Teacher will:** | | | | | | | **Students will:** | | |
| **Setting the Stage:** (Anticipatory set, how will you motivate, connect to prior knowledge, etc.?) (various days)  Pictures of “Mi Plato”  Picture of “McDonalds Menu”  Youtube video of McDonalds commercial in Spanish.  Can of soda, with measured out cubes of sugar next to it  Shortening to show “grasa”, on table next to half-eaten hamburger… | | | | | | | **Look, think, wonder, be grossed out!**  **Minutes:1** | | |
| **Comprehensible Input:** (use input strategies to model new material in the target language)  **Will use pictures of “Mi Plato” one day.**  **A menu from McDonald’s in Spanish another.**  **May also need a picture of a human body. Will use pictures to speak about foods and menu. Will use yes/no, either/or and “what is it” comprehension checks along the way.**  **Will need CI about calories, using charts that students can see and look like our food information labels.** | | | | | | | **“Este es un plato de comida saludabe. Esta comida nos hace fuerte. En el plato hay 4 categorias de comida que debemos comer. La mitad del plasto es fruta y verduras….. Teacher continues, pointing to pictures, using gestures, describing the 4 groups, and the milk glass, talking about good habits, using lots of cognates.**  **Teacher asks questions while pointing “Estas son frutas?” while pointing at fruit, and then may ask again while pointing at something else…**  **Teacher points at milk and asks “es leche o agua?” points at bread “Es pan o arroz?” etc**  **Teacher asks, “Que es?” while pointing at various foods.**  **Teacher can ask students to stand up, or do a thumbs up if they drink soda, or if they eat brown rice, or half a plate of fruit and veggies, etc. (This may be guided practice??)**  **10 minutes**  **Minutes:** | | |
| **Guided Practice:** (students practice new function with teacher-prepared materials)  Teacher will model first how to pronounce “calorias”, will have spoken about “calorias”. Students will practice (review) of counting with number chart and saying calorias to 100. (3 minutes) (mechanical practice) | | | | | | | **Teacher says various kinds of foods and asks if they have vitamins.**  **La carne tiene vitaminas, students respond, si o no**  **Verduras tiene vitaminas? Frutas? Pan?**  **Teacher has 4 food categories in various corners of room. Have students stand and face whatever corner the said food goes into. For example: Pescado, students turn and face protein corner, “manzana” students turn and face fruta/verdura corner.**  **With Partners Students will talk about how many calories a food has. One partner will have a list with calories, the other will have the name of foods. Students will ask eachother…(cuantas calorias tiene…”**  **(meaningful communication, interpretive)**  **Students can be given plates that just have Spanish words on them representing 4 divisions of food, or can have their dry erase boards and divide them into 4 categories. Teacher can call out/show pictures of foods and students can check plate where that food goes.**  **Minutes:** | | |
| **Independent Practice:** (students generate communicative language in realistic situations) | | | | | | | **Students will write down what they eat for one day in Spanish. They will draw it on a plate. Students will compare their plate to the recommended plate.**  **Mi plato….no tiene verduras.**  **Mi plato …tiene mucho azucar.**  **Mi plato …tiene pan integral.**  **Minutes:** | | |
| **Evaluation/Assessment/Closure:** (students show evidence of what they have learned; was your objective met?) | | | | | | | **Students randomly draw descriptions of people who may have varous health ailments: Overweight, underweight, needs more muscle, is chronically sick, is tired a lot, etc.**  **Students recommend what the person should eat.**  **Use Rubric to grade speaking ability.**  **Minutes:2 for each individual** | | |

**Check all boxes that apply:**

**CA Content Standards**

Content Communication Cultures Structures Settings

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Stage I Stage II Stage III Stage IV

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**National Content Standards**

Communication Cultures Connections Comparisons Communities

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**Common Core State Standards**

Reading Writing Speaking & Listening Language

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**21st Century Skills**

**Interdisciplinary Themes**

Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy

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Health Literacy Environmental Literacy Global Awareness

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**Modes of Communication**

Interpersonal Interpretive Presentational

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**Skills**

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| *Learning and Innovation Skills* | *Information, Media and Technology Skills* | *Life and Career Skills* |
| Creativity and innovation  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] | Information literacy | Flexibility and adaptability  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] |
| Critical thinking and problem  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]  solving | Media literacy  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] | Initiative and self-direction |
| Communication and  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]  collaboration | Information, communications and  technology (ICT) literacy | Social and cross-cultural skills  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] |
|  |  | Productivity and accountability |
|  |  | Leadership and responsibility |